



# *States' Career Clusters Initiative*

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**Career Clusters:**

*System For K-Career Seamless Transition*

***States' Career Clusters Initiative***

***National Association of State Directors of Career  
Technical Education Consortium***



# Overview



- ★ Why Career Clusters?
- ★ Refresher
- ★ Perkins IV
- ★ Benefits
- ★ Resources
- ★ Plans of Study
- ★ FCCLA and Career Clusters



# *Why Career Clusters?*

## *New Definition of CTE*

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**“Public education is a joint investment. We must all work together to see that our curriculum is relevant and reflective of the real world. Our learners must be actively engaged in the learning process and must have the knowledge and skills they need to transition successfully from school to postsecondary education and careers.”**

*Dr. Nancy S. Grasmick*

*Maryland State Superintendent of Schools*



THEN

NOW

<u>Vocational Education</u>	<u>Career and Technical Education</u>
For a Few Students	For All Students
For a Few “Jobs”	For All “Careers”
6 to 7 “Program Areas”; Programs	16 Clusters – 81 Pathways; Courses
In lieu of Academics	Aligns/Supports Academics
High School Focused	High School and Postsecondary Partnerships



## *Essential Question*

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- ★ Is our current educational system (P-Career) providing avenues of success for all learners (secondary, postsecondary, adults)?



# *How are We Doing?*

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*...What is the Problem?*

*“A problem well defined is a problem half solved.”*

*Ralph Waldo Emerson*





# *The Problems*

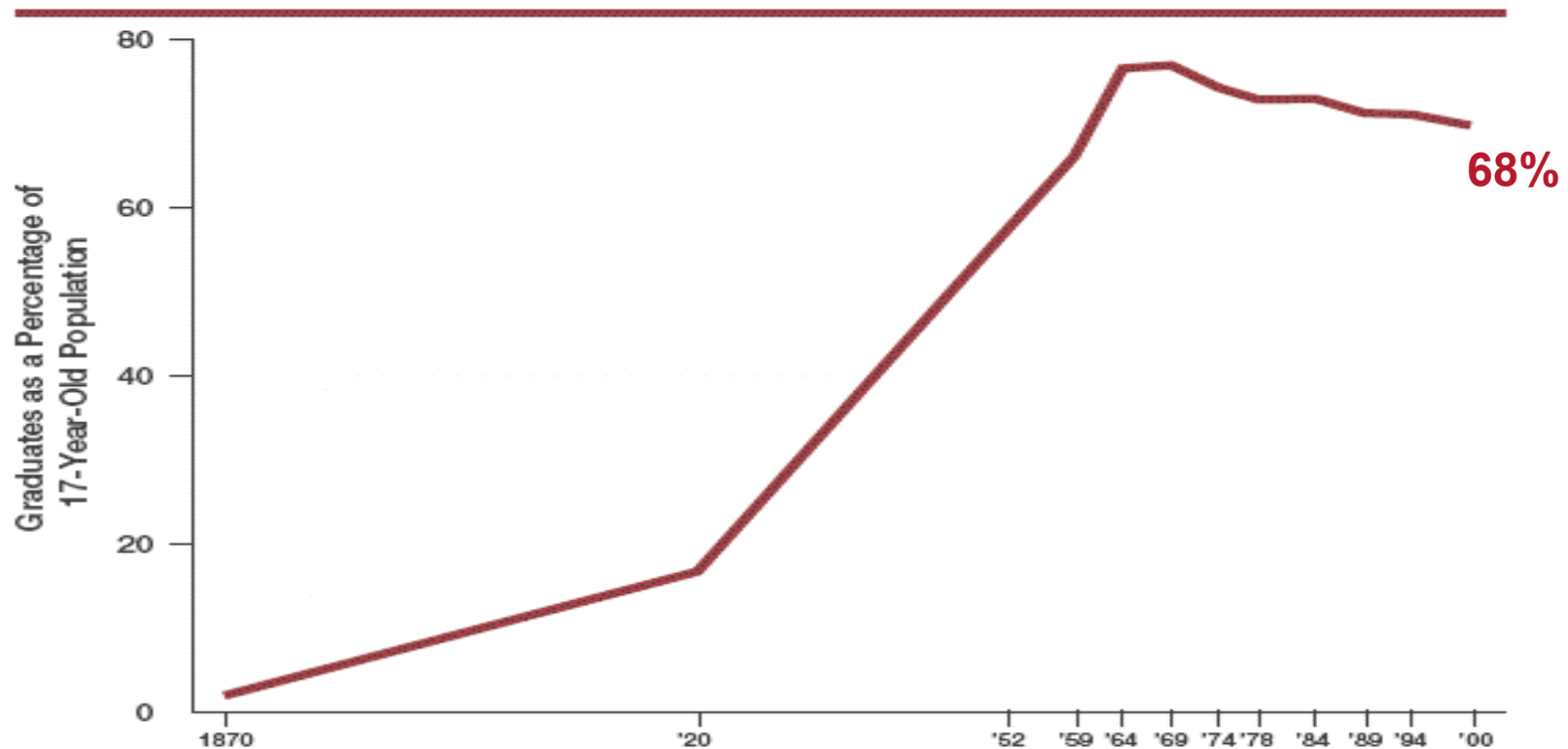
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- ★ **Engagement** – attending school and completing (graduating) high school
- ★ ***Achievement*** – academic (and technical) course taking; grades, test scores
- ★ ***Transition*** – to postsecondary education without the need for remediation; and to the workplace



## *Too many 9<sup>th</sup> Graders do not complete High School – historical trend*



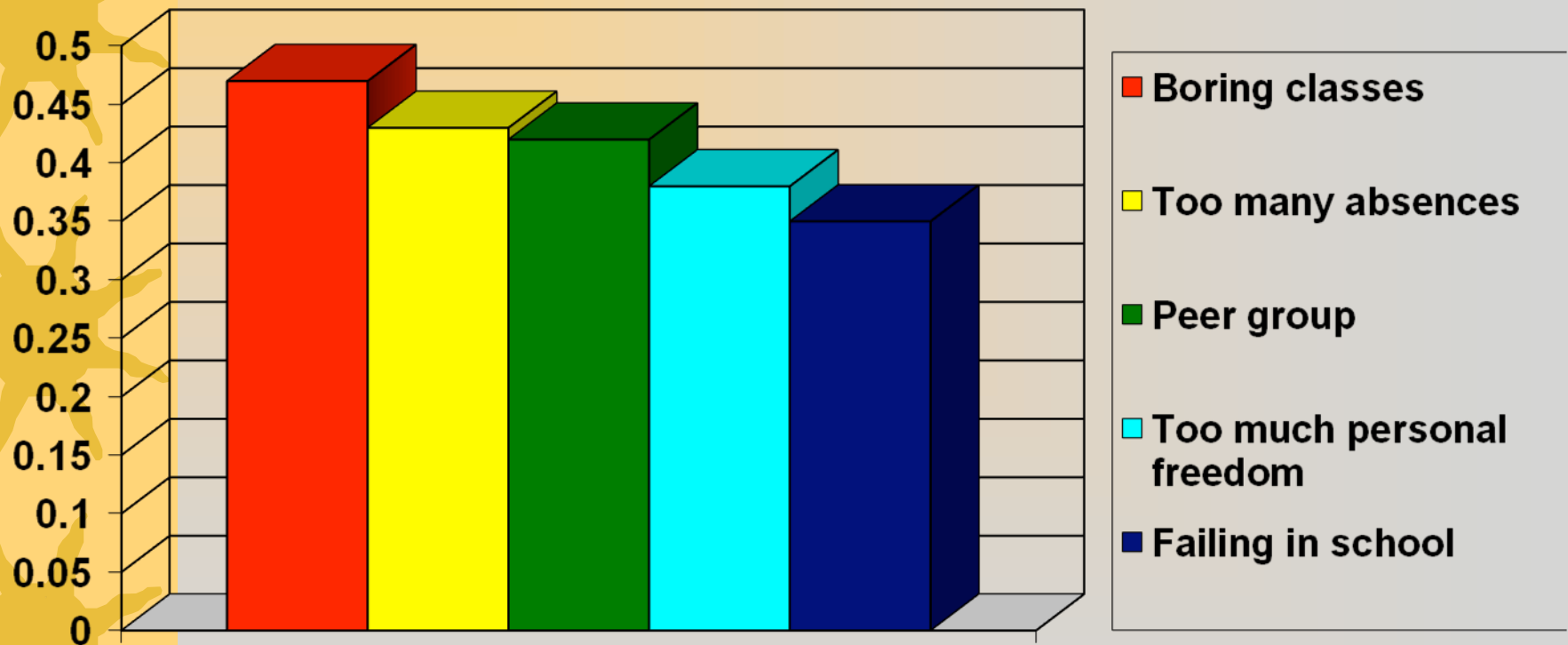
Note: Graduates are of regular day school programs.  
Source: U.S. Department of Education, National Center for Education Statistics.

Source: *One-Third of a Nation* (ETS, 2005)





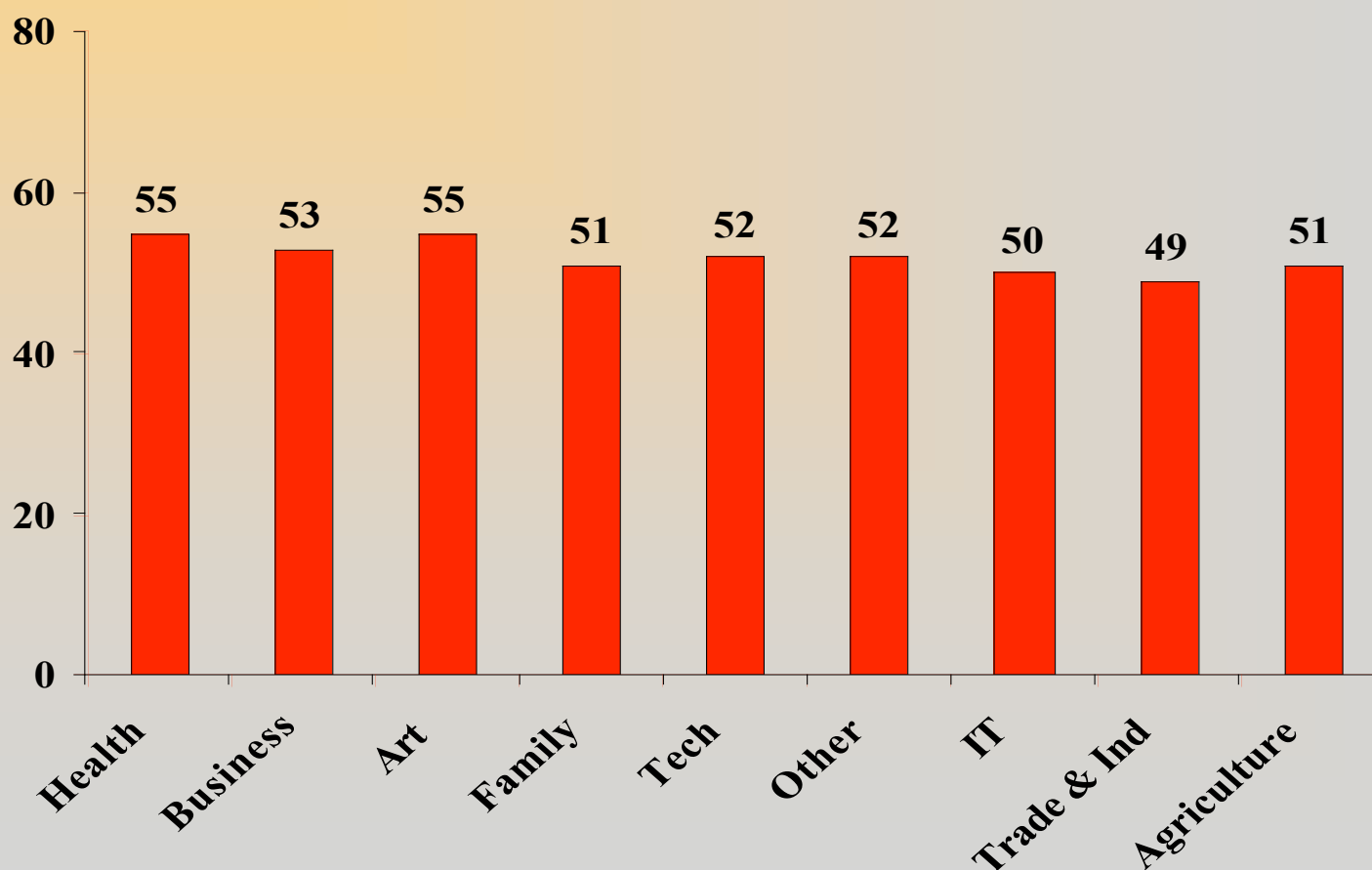
## *Why do they leave?*



Source: The silent epidemic: Perspectives of high school dropouts – Civic Enterprises, 2006



# *2006 HSTW CTE Students: Percentage Having Intensive Work-based Learning Experiences*





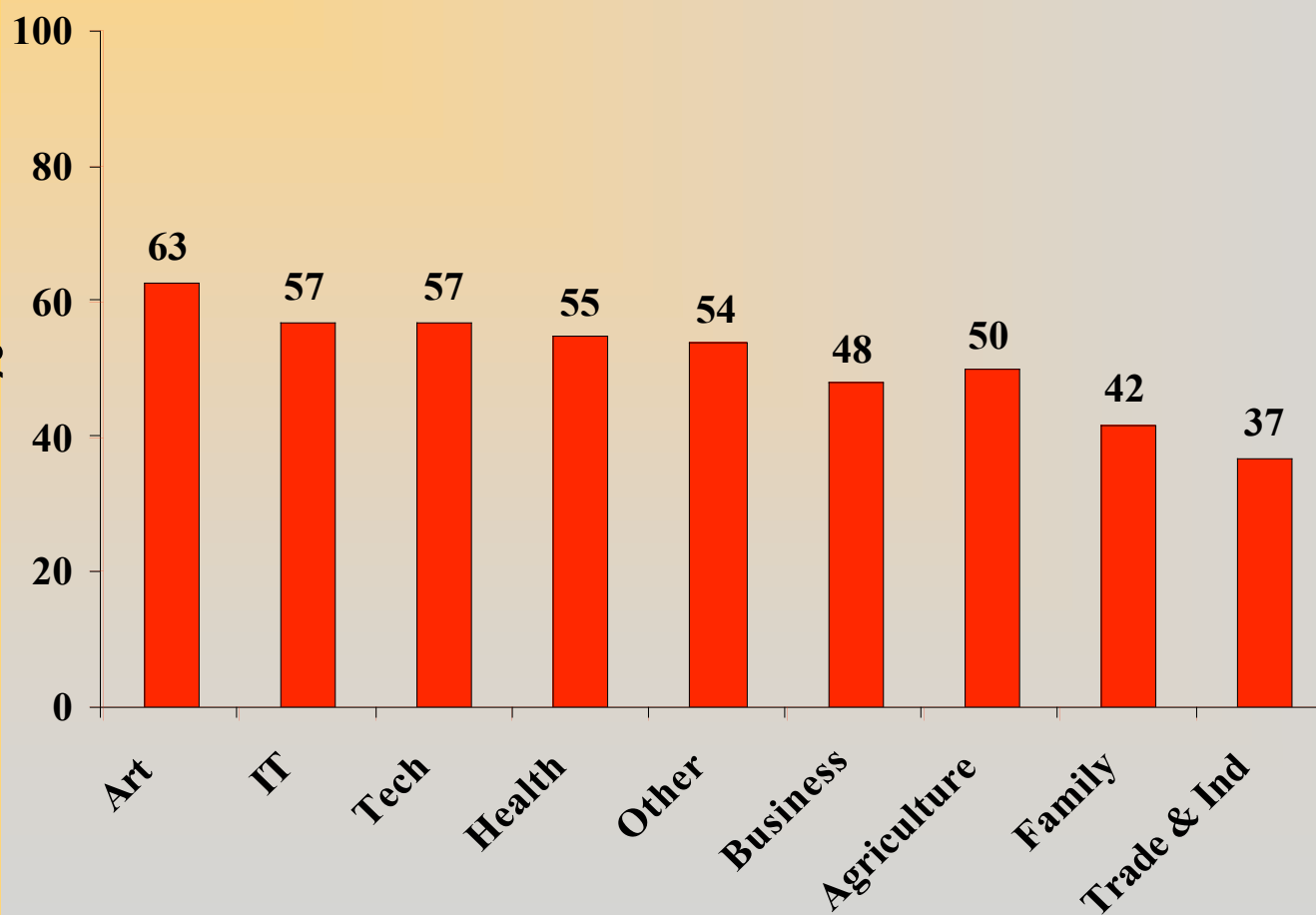
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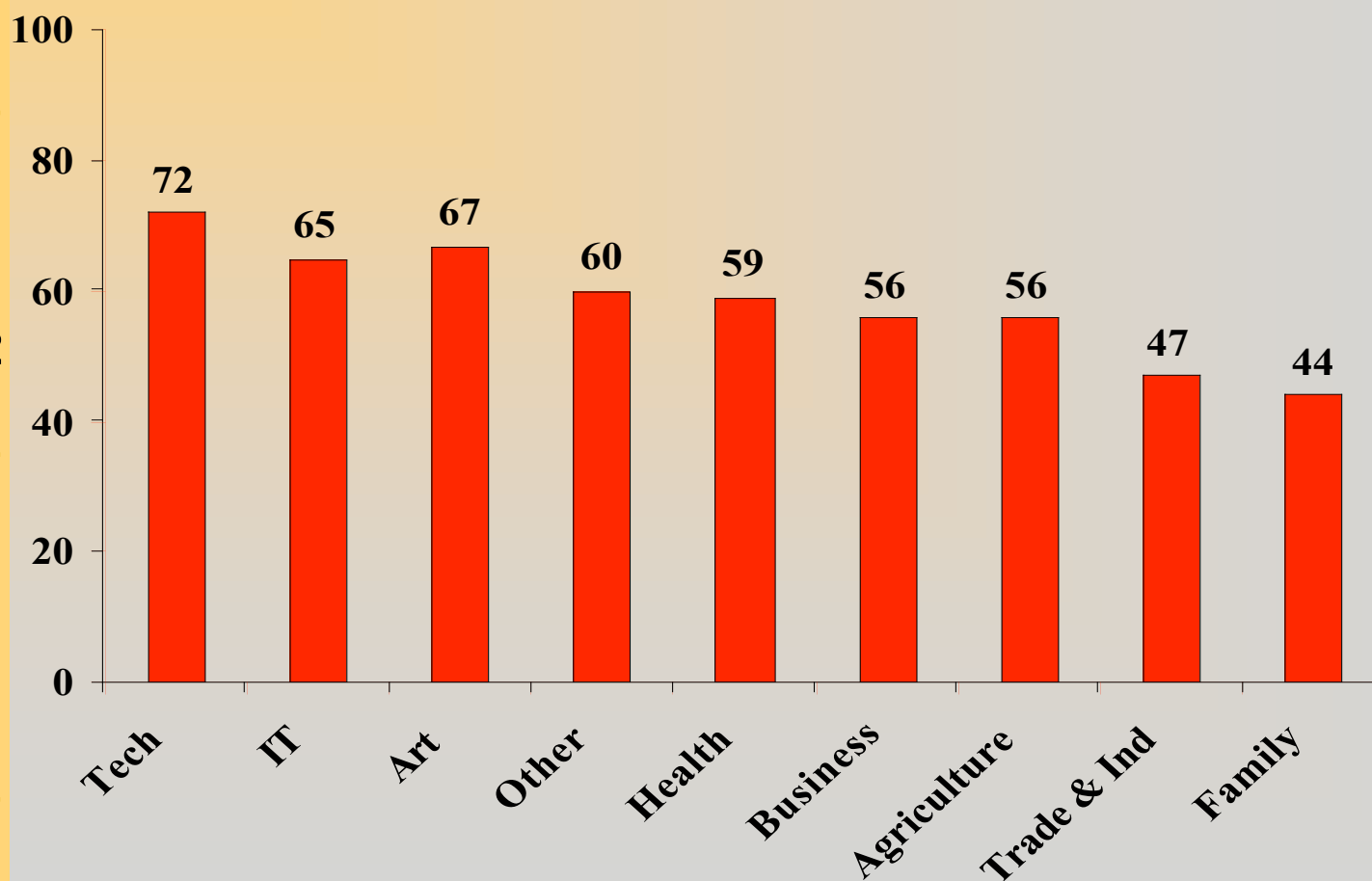
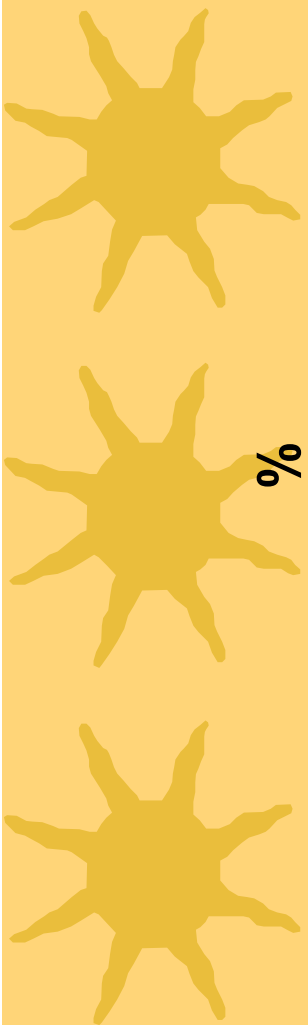


# *2006 HSTW CTE Students: Percentage Meeting Reading Performance Goal-279*



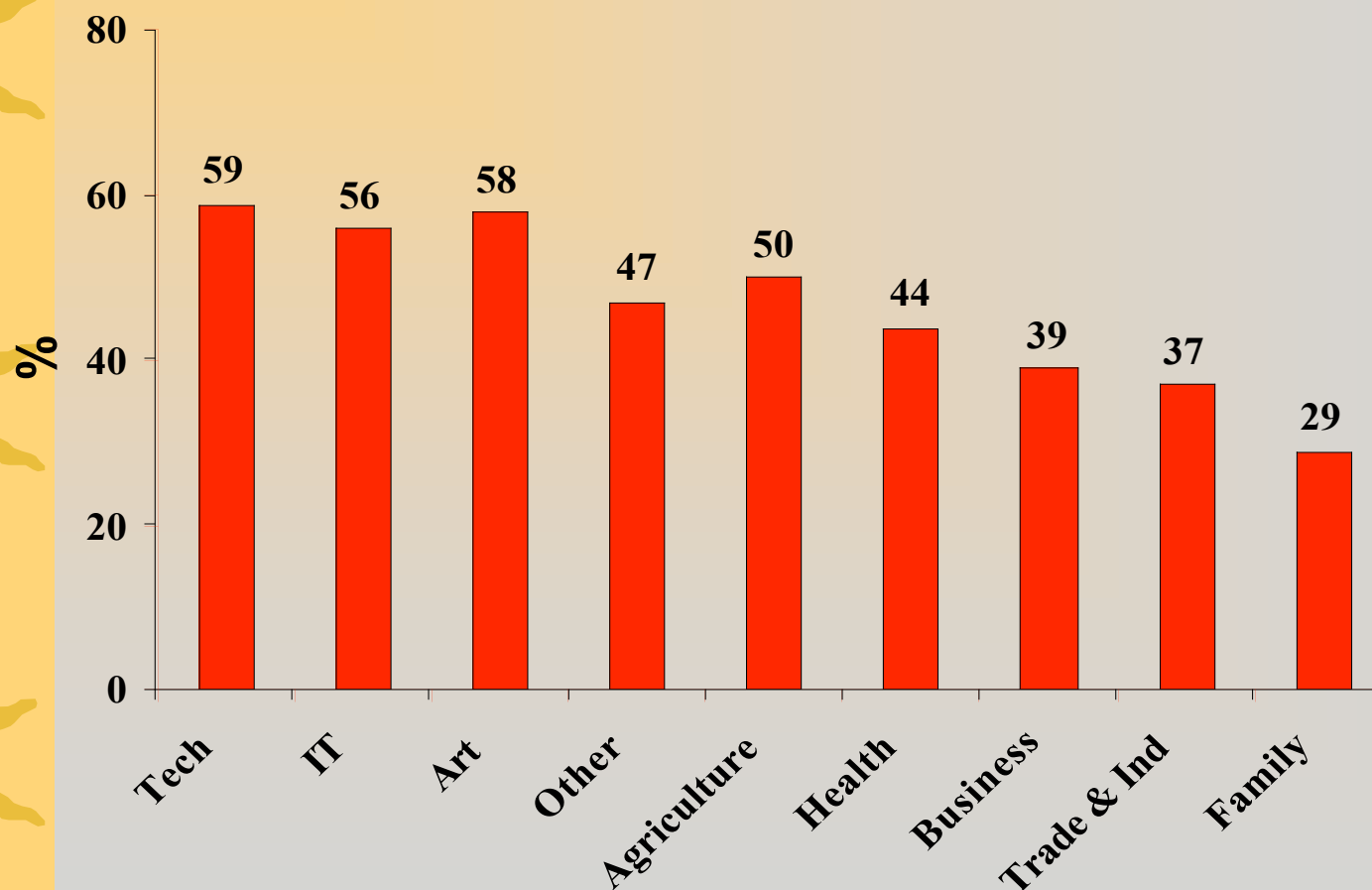


# *2006 HSTW CTE Students: Percentage Meeting Mathematics Performance Goal-297*





## *2006 HSTW CTE Students: Percentage Meeting Science Performance Goal-299*





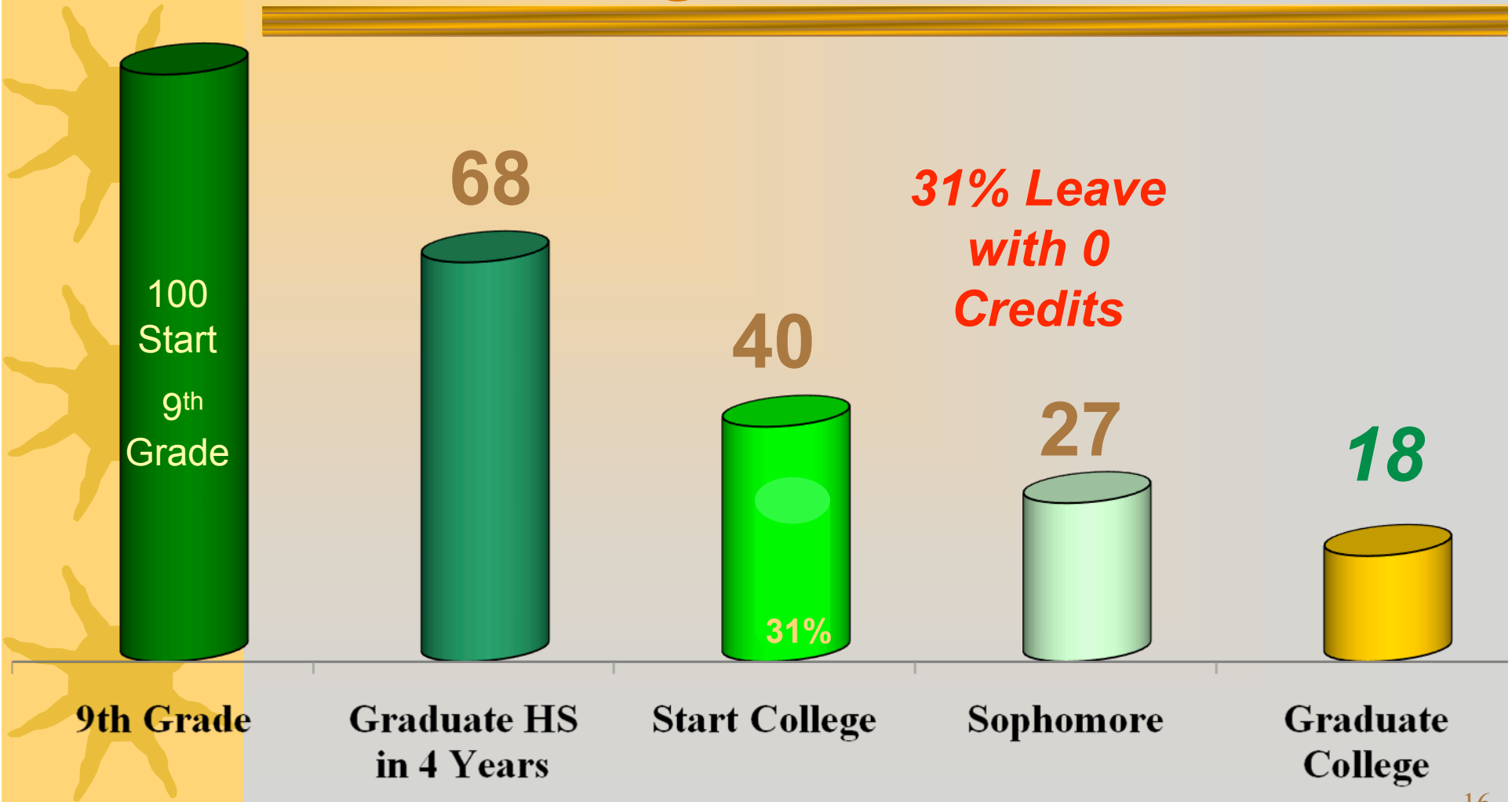
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## *Transition through high school and to college*



Source: Education Weekly March 2005





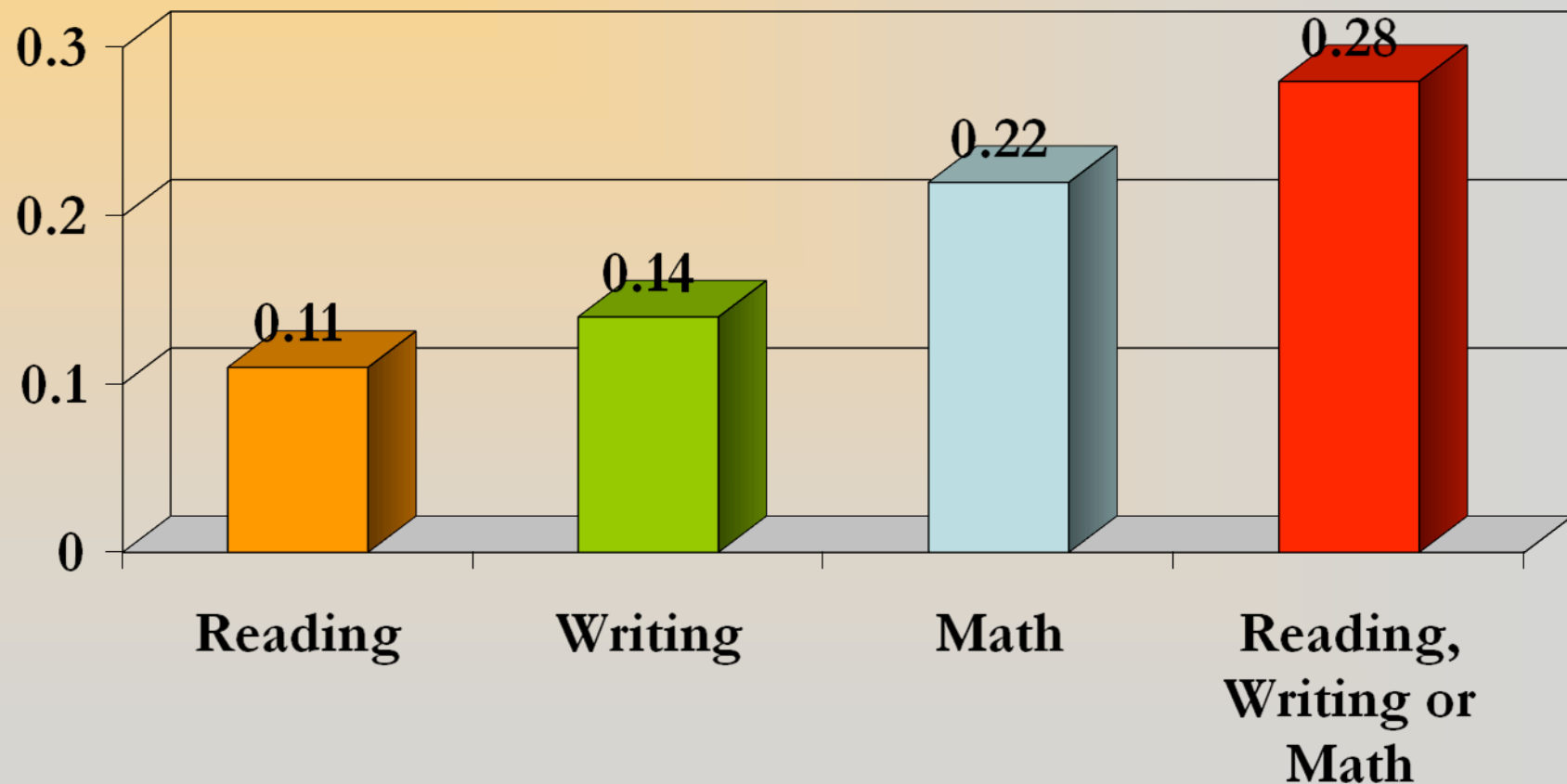
# *Transition*

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- ★ 84% of high school students anticipate earning a college degree
- ★ Students who anticipate a degree are unlikely to prepare for a career following high school
- ★ More than 50% of students who begin college do not earn a degree
- ★ For students with the lowest high school performance, 86% do not earn a degree

*When graduates get there . . .*

## **Nearly 30% of HS Graduates Require Some Remediation**



Source: NCES (2003), *Remedial Education at Degree Granting PS Institutions in fall 2000*



# *Workforce Challenges*

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- ★ The XXXXX industry faces a critical, and growing, shortage of workers.
- ★ The image of the XXXXX industry could be improved.
- ★ Youth entering the XXXXX industry often lack the skills and background that the industry requires.
- ★ The aging of the XXXXX workforce is a significant challenge for the industry.



# *Workforce Challenges*

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- **Tomorrow's jobs require:**
  - **more knowledge**
  - **more use and understanding of technology**
  - **more flexible workers**
- **Tomorrow's workers need to:**
  - **understand career ladders, lattices and webs**
  - **continually update knowledge and skills**
  - **adapt to a more complex workplace**
  - **possess a better understanding of the big picture**

# *Figure 1: Transition to 21<sup>st</sup> Century Workplaces*

*Source: Adapted from Schray and Sheets (2002)*

Areas	From	To
<b>Management Functions</b>	★ Centralized ★ Separated	★ Decentralized ★ Shared
<b>Professional/ Technical Knowledge</b>	★ Centralized ★ Specialized ★ Some Workers	★ Decentralized ★ Integrated ★ All Workers
<b>Work Design</b>	★ Jobs	★ Cross-Functional teams
<b>Organizational Structure</b>	★ Vertical Hierarchies	★ Customer-Supplier Networks
<b>Employee Responsibility</b>	★ Job Task Performance	★ Work Unit Performance ★ Business Process Management
<b>Career Progression</b>	★ Vertical ★ Limited Range	★ Vertical & Horizontal ★ Full Range



## *How Hiring Practices Will Change*

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- ★ 28% will reduce hiring those with only a high school diploma
- ★ 49.5% will increase two-year college graduates
- ★ Almost 60% will increase their hires of four-year college graduates
- ★ 42% will increase their hires of post-graduates within next five years

*The Conference Board*



## *Career Clusters' Refresher*

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*“An organizing tool defining CTE using 16 broad clusters of occupations and 81 pathways with validated standards that ensure opportunities for all students regardless of their career goals and interests.”*





# *Vehicle for Educational Reform*



- ★ Career Clusters represent groupings of occupations
- ★ Instructional + Guidance Model
- ★ Tool/Framework for Seamless Transition
- ★ Ownership by All States







## *Some Recommendations. . .*

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Use Career Clusters to:

- ★ Link instruction to a career theme
- ★ Strengthen the senior year
- ★ Make sure instruction relates to the learners' career interests and aspirations



## *More Recommendations. . .*

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- ★ Link instruction to careers and postsecondary education – What will the learners need in 10-15 years?
- ★ Make all career-themed instruction more intellectually demanding (High expectations)
- ★ Make sure all students are following a plan/program of study (grades 9-16+)



## *Cluster Approach to Addressing Educational Redesign*

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- ★ Strategy to organize instruction and student experiences around career themes (Focus on an industry cluster of related occupations)
- ★ Incorporates existing school reform strategies (career academies, career pathways, small learning communities, Tech Prep)
- ★ Connects to business and higher education
- ★ Connects academic, technical and employability knowledge and skills



## *A bit of history ...*

- ★ U.S. Department of Education
- ★ National Association of State Directors of Career Technical Education
- ★ National Advisory Committees
- ★ Cluster Leaders





# 16 Career Clusters





**Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.**

Sample Career Specialties/Occupations	<p>General Manager*Food &amp; Beverage Manager*Kitchen Manager*Catering &amp; Banquets Manager*Service Manager*Maitre'd*</p> <p>Restaurant Owner*Baker*Brewer*Caterer*</p> <p>Executive Chef*Cook*Pastry &amp; Specialty Chef*</p> <p>Bartender*Restaurant Server*Banquet Server*Cocktail Server*Banquet Set-Up Employee*Bus Person*Room Service Attendant*Kitchen Steward*Counter Server*Wine Steward*Host</p>	<p>Front Office Manager*Executive Housekeeper*Director of Sales &amp; Marketing*Chief Engineer*Director of Human Resources*Rooms Division Manager*Director of Security*Controller*Food &amp; Beverage Director*Resident Manager*Director of Operations*General Manager*Regional Manager*Quality Assurance Manager*Corporate Management*Lodging Management*Owner/Franchisee</p> <p>Administrative Support*Uniformed Services Support*Communications Supervisor*Front Desk Supervisor*Reservations Supervisor*Laundry Supervisor*Room Supervisor*Bell Captain*Shift Supervisor*Sales Professional*Night Auditor*</p> <p>Front Desk Employee*Valet Attendant*Bell Attendant*Door Attendant*Concierge*PBX Operator*Reservationist*Guestroom Attendant*Public Space Cleaner*Laundry Attendant*House Person*Maintenance Worker*Van Driver</p>	<p>Executive Director*Assistant Director* Director of Tourism Development*Director of Membership Development*Director of Communications*Director of Visitor Services*Director of Sales*Director of Marketing and Advertising* Director of Volunteer Services*Director of Convention and Visitors Bureau*Market Development Manager*Group Sales Manager*Events Manager* Sales Manager*Destination Manager* Convention Services Manager*Heritage Tourism Developer*Travel Agent (Commercial &amp; Vacation)*Event Planner* Meeting Planner*Special Events Producer*Nature Tourism Coordinator*Tour and Travel Coordinator*Tourism Marketing Specialist*Transportation Specialist* Welcome Center Supervisor*Visitor Center Counselor*Tourism Assistant*Executive Assistant*Tour Guide*Tour Operator* Motor Coach Operator*Tour and Ticket Reservationist* Interpreter</p>	<p>Club Manager*Club Assistant Manager*Club Instructor*Club Equipment &amp; Facility Maintenance *Club Scheduler*Club Event Planner*Club Membership Developer*Parks &amp; Gardens Director*Parks &amp; Gardens Activity Coordinator*Parks &amp; Gardens Access Management*Parks &amp; Gardens Safety &amp; Security*Parks &amp; Garden Ranger*Resort Trainer*Resort Instructor*Resort Equipment Maintenance*Resort Scheduler*Gaming &amp; Casino Manager*Gaming &amp; Casino Supervisor*Gaming &amp; Casino Dealer*Gaming &amp; Casino Slot Supervisor and Maintenance*Gaming &amp; Casino Security &amp; Safety*Fairs/Festival Event Planner*Fairs/Festival Set up Supervisor*Fairs/Festival Facility Manager*Fairs/Festival Promotional Developer*Theme Parks/Amusement Parks Resale Department Manager*Theme Parks/Amusement Parks Area Retail Manager*Theme Parks/Amusement Parks Area Ride Operations Manager*Theme Parks/Amusement Parks Group Events Manager*Family Centers Manager*Family Centers Equipment Operator/Maintenance*Historical /Cultural/Architectural Ecological Industrial Sites Guides/Ranger*Historical/Cultural/Architectural Ecological Industrial Sites Exhibit Developer*Museums/Zoos/Aquariums Docent*Museum/Zoos/Aquariums Animal Trainer and Handler*Museums/Zoos/Aquariums Exhibit Developer</p>
	<b>Restaurants and Food/Beverage Services</b>	<b>Lodging</b>	<b>Travel &amp; Tourism</b>	<b>Recreation, Amusements &amp; Attractions</b>
	<p align="center"><b>Cluster Knowledge and Skills</b></p> <p align="center">♦ Academic Foundations ♦ Communications ♦ Problem Solving and Critical Thinking ♦ Information Technology Applications ♦ Systems ♦ Safety, Health and Environmental ♦ Leadership and Teamwork ♦ Ethics and Legal Responsibilities ♦ Employability and Career Development ♦ Technical Skills</p>			
	<b>Cluster K&amp;S</b>			



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# *Structure of Foundation Knowledge and Skills*

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## ★ Three components

- Overarching Knowledge and Skill Statement (K & S Statement)
  - One or more Performance Elements for each K&S Statement
    - One or more Measurement Criteria/Topics for each Performance Element



## *Relationship to Perkins IV*

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*“Great ideas need landing gear as well as wings.”*

*Unknown*







## *State Plans*

- ★ CTE programs must be:
  - Aligned with rigorous and challenging academic content standards and student achievement standards (NCLB)
  - Relevant and challenging at the postsecondary level
  - Lead to employment in high skill, high wage, or high demand occupations



## *State Plans*

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- ★ Relate to regional economy



- ★ Focus on high skill, high wage, high demand



- ★ All aspects of the industry



## *Perkins – “Programs of Study”*

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*“State developed or approved programs, which may be adopted by local education agencies and postsecondary institutions to be offered as an option to students when planning for and completing future coursework for career and technical content areas.”*





## *Perkins – “Programs of Study”*

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- 1. Incorporate secondary education and postsecondary education elements;*





## *Perkins – “Programs of Study”*

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- 2. Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;*



## *Perkins – “Programs of Study”*

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- 3. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and*





## *Perkins – “Programs of Study”*

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- 4. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*





# *Career Clusters' Benefits*

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*“What we learn with pleasure, we never forget.”*

*Alfred Mercier*







## *Benefits for CTSOs*

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- ★ Ensures that CTSOs are truly co-curricular.
- ★ Assists CTSOs in aligning with Perkins programs of study.
- ★ Assists CTSOs in aligning to modern workplace and labor market demands.
- ★ Increases CTSO career planning opportunities.
- ★ Expands CTSO membership services.
- ★ Increases CTSO recruitment and membership opportunities.



## *Benefits for Learners*

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- ★ Enhances academic achievement by providing real-world relevance
- ★ Provides opportunities to explore multiple pathways
- ★ Helps relate high profile careers to real life situations



## *Benefits for Teachers/Faculty*

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- ★ Curriculum can be tailored to the needs of the community
- ★ Opportunity to integrate CTE and traditional academics
- ★ Opportunity to enhance academic achievement for all students



## *Benefits for Schools and Colleges*

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- ★ Broaden the scope of existing curricula
- ★ Encourages coordination among faculty
- ★ Provides a framework for curriculum alignment





## *Benefits for Parents*

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- ★ Smoother entry into postsecondary education
- ★ Students can make better career decisions



## *Benefits for Workforce Development and Business*

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- ★ Provides a well qualified workforce which can quickly adapt to changing needs
- ★ Opportunity for input in school curriculum
- ★ Framework for cross-training or re-tooling the workforce



## *Benefits for Postsecondary*

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- ★ Learners who have established a career path
- ★ Learners with better academic skills and in need of less remediation



# *Career Clusters' Resources*

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## ★ Plans of Study

## ★ [www.careerclusters.org](http://www.careerclusters.org)

- Preferred Product/Technical Assistance Providers
- Brochures
- Career Clusters Resources CD
- Posters
- Pathway Models
- Interest Inventory
- Career Clusters Tour Guide, Module 1: Introduction
- Career Clusters Tour Guide, Module 2: Implementation
- A Career Cluster Journey -- Middle-Grade Students

## ★ Annual Career Clusters Institute





## *What are the Plans of Study?*


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- ★ A sequenced listing of courses, both academic and CTE/degree major, that connects student's high school and postsecondary educational experiences
- ★ A set of course descriptions for the CTE/degree major courses based on knowledge and skill statements




# *Our Rules for Development-POS*




 POS are only samples.

 Template is set-No Tinkering!

 Coursework must be rigorous enough to ensure postsecondary success.

 Course titles are only examples.

 CTE/degree major courses must be based on K & S statements.

 POS are only samples.





# *The Most Important Aspects of Career Clusters*

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★ Cluster Foundation Knowledge and Skills



★ Career Pathway Knowledge and Skills





## *What about Local Implementation?*

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- ★ What do Plans of Study look like and how are they developed for the local level?
- ★ Can I still teach all of the same courses?
- ★ How will I know what to teach?





# *FCCLA and Career Clusters*



- ★ Hospitality and Tourism
- ★ Human Services

What about...

- ★ Education and Training
- ★ Arts, A/V Technology and Communications



## *National Programs: An Essential Tool*

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- ★ Provide a link between classroom instruction and the real world
- ★ Reinforce Career Cluster Foundation/Pathway Knowledge and Skills
- ★ Enhance content (knowledge and skills) using career-specific programs



## *Star Events: Another Tool*

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- ★ Competitive events give learners opportunities for practice and mastery of classroom instruction.
- ★ Competitive events are an opportunity to recruit volunteers, mentors and potential employers.



## *Next Steps: FACS*

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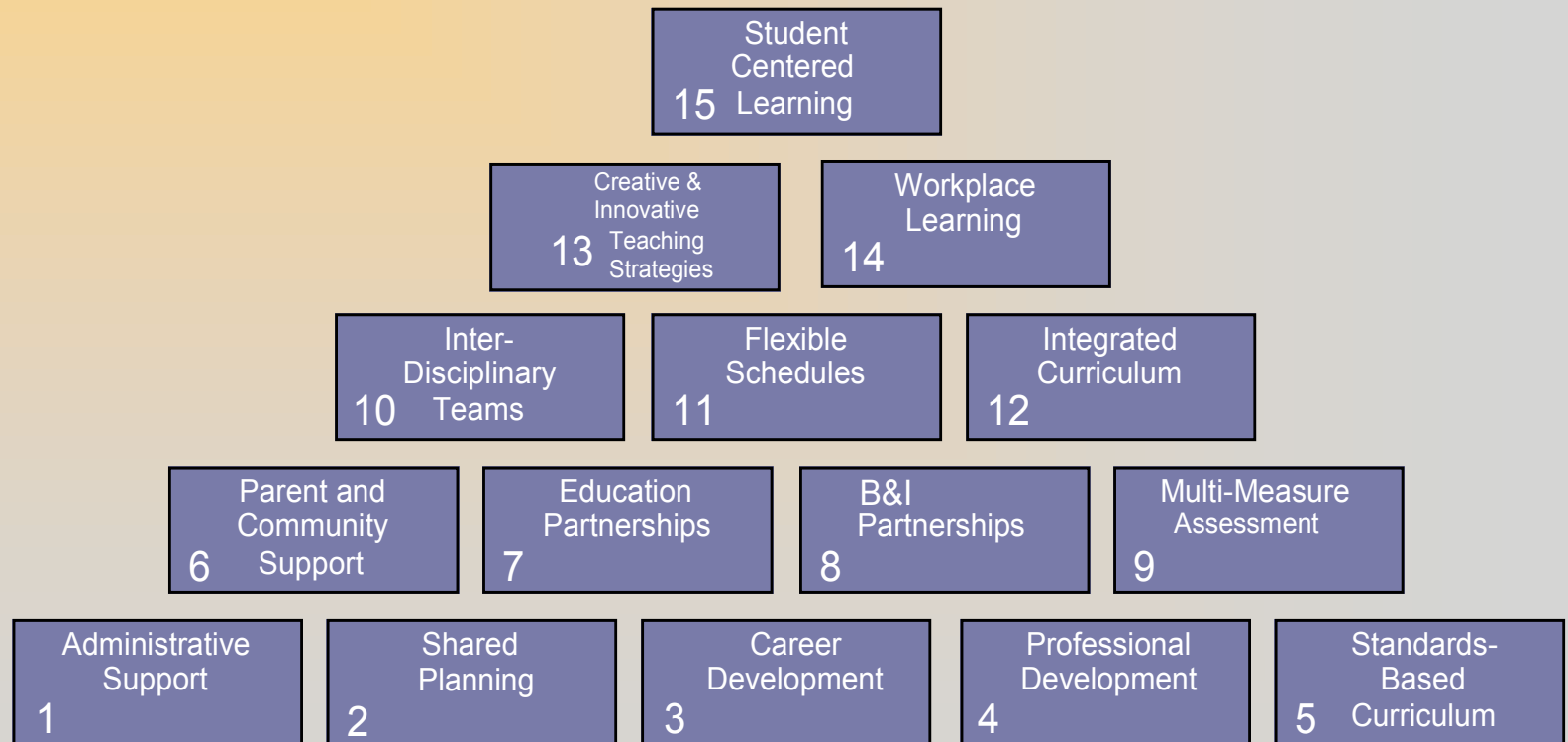
- ★ Create Plans of Study addressing Clusters, Pathways, and Career Specialties
  - Programs to Courses
  - Course Alignment
  - Connect to Academics and Employability
- ★ Implement Plans of Study
  - 15 Critical Components of Implementation





# Use the 15 Critical Components to Implement Career Clusters and Assess Progress

## ***15 Critical Components for Career Clusters Implementation***





## *Next Steps: FCCLA*

- ★ Identify National Programs and their components that align to Clusters/Pathways/K&S.
- ★ Identify Star Events and their components that align to Clusters/Pathways/K&S.
- ★ Identify Clusters/Pathways/K&S not addressed and consider new Star Events or components of National Programs.
- ★ Disseminate alignment and how FCCLA is co-curricular with instruction related to Clusters/Pathways/K&S.
- ★ Expand terminology to Clusters/Pathways/K&S.
- ★ MARKET how FCCLA is a critical component of Career Clusters as an instructional framework and career advisement tool.



★ Education is not the  
filling of a pail, but  
the lighting of a fire.

• *William Butler Yeats*

